



## Accessibility Plan 2021 - 2024

October 2021



Date Document Created	Date Document Reviewed	Date of next Policy Review
September 2017	October 2021	October 2024

We are committed to inclusivity, ensuring that:

- every child is able to explore the world around them and reach their full potential
- every member of our staff is able to work effectively and comfortably
- we are able to provide a role within our local community – including to our families and visitors

Furthermore we are committed to the aim of our curriculum, facilities, resources and before and after school clubs being accessible to our children, their families, our staff, volunteers and visitors as relevant.

The Equality Act 2010 states that a schools accessibility plan should:

- (a) increase the extent to which disabled pupils can participate in the school's curriculum,
- (b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Our Accessibility Plan considers ways in which we can achieve these aims, identifying actions to improve our accessibility in the three key areas outlined above:

- Access to our physical environment
- Access to our curriculum
- Access to information

Our accessibility plan will be resourced, implemented and reviewed as necessary, including if circumstances change.

## Access to our physical environment

Target	Action	Cost	Timescale	Success criteria
<p>To identify children joining our school, whether at the start of the school year or during the school year, who have a disability.</p>	<p>Admissions and transition process gathers relevant information so that specific needs and adjustments can be identified.</p> <p>Liaise with key stakeholders including parents, the admitting school or nursery and specialist agencies where needed to gather as much input as possible to ensure an effective transition. Maintain this liaison on an ongoing basis as required.</p> <p>Review access plans for the school building to consider whether the school building can fully meet the needs of the child and what adjustments would be required.</p> <p>Access relevant funding to support child and to enable adjustments.</p> <p>Purchase additional equipment required.</p> <p>Ensure appropriate staffing is in place.</p> <p>Ensure staff are aware of individual access needs and arrangements.</p> <p>Provide training for our staff to enable them to provide meaningful support.</p> <p>Ongoing communication ensures that school is aware of any new, or changing, access needs.</p>	<p>Dependent upon individual need.</p>	<p>Ongoing</p>	<p>Children who wish to join our school are able to and are able to access a broad and balanced curriculum.</p> <p>Pupils are fully able to access the school building.</p> <p>Evidence of staff, parents and children raising issues, enabling adjustments to be put in place.</p> <p>Evidence of staff, parents and children sharing knowledge and examples of good practice.</p>
<p>To identify staff who</p>	<p>Our recruitment process captures</p>	<p>Dependent</p>	<p>Ongoing</p>	<p>Staff are fully able to access the school</p>

<p>have a disability.</p>	<p>prospective staff needs so that reasonable adjustments can be made where needed.</p> <p>Our existing staff are supported on an ongoing basis.</p>	<p>upon individual need.</p>		<p>building.</p> <p>Evidence of staff raising issues so that reasonable adjustments can be made.</p>
<p>To have an accessible building – both the school building and playground and the Village Hall.</p>	<p>Ensure that existing access is maintained.</p> <p>Ensure that improved/maintained access provision is considered as part of building modifications.</p> <p>Access relevant funding to support improvements</p> <p>Ensure that the layout of fixed items, furniture and equipment does not inhibit access.</p> <p>Ensure that facilities e.g. toilets are accessible.</p> <p>Ensure that existing measures are maintained and kept in good repair, for example yellow painting on external steps, lighting, signage etc.</p> <p>Our admissions process asks whether parents or careers need support to access our school building or information to ensure that they are able to access school events, activities and information.</p> <p>Ongoing communication ensures that school is aware of any new, or changing, access needs.</p>	<p>Dependent upon individual need.</p> <p>Considered as part of building work undertaken.</p>	<p>Ongoing</p>	<p>Individuals are able to access the school building.</p> <p>Contractors ensure that access needs are taken in to account when planning and undertaking works on the building.</p> <p>Contractors consider opportunities to improve access to the building when planning and undertaking works on the building.</p>

Ensure safe evacuation from the building.	Ensure that Personal Emergency Evacuation Plans (PEEPs) are in place as required and that staff are aware. Ensure that this applies to both the school building and the Village Hall.	Dependent upon individual need.	Ongoing	Evidence of successful fire drills.
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## Access to our curriculum

Target	Action	Cost	Timescale	Success criteria
To identify children joining our school, whether at the start of the school year or during the school year, who have special educational needs.	<p>Admissions and transition process gathers relevant information so that specific needs and adjustments and interventions can be identified and put in place.</p> <p>Liaise with key stakeholders including parents, the admitting school or nursery and specialist agencies where needed to gather as much input as possible to ensure an effective transition. Maintain this liaison on an ongoing basis as required.</p> <p>SENCO has expertise in SEN provision, agencies and interventions to provide support. We can also access further support and advice from a specialist team within the local authority as required.</p> <p>Access relevant funding to support child and to enable adjustments.</p> <p>Ensure relevant interventions including resources and equipment to support are available and accessible.</p> <p>Purchase additional equipment required.</p> <p>Ensure appropriate staffing is in place.</p>	Dependent upon individual need.	Ongoing	<p>Evidence of pupil progression.</p> <p>Evidence of the monitoring of pupil progression successfully identifying interventions that make a difference.</p> <p>Evidence of pupils being able to access the full curriculum.</p> <p>Evidence of staff understanding of interventions and resources available and/or in place.</p> <p>Evidence of staff, parents and children raising issues, enabling adjustments to be put in place.</p> <p>Evidence of staff, parents and children sharing knowledge and examples of good practice.</p>

	<p>Provide training for our staff to enable them to provide meaningful support.</p> <p>Monitor the impact of interventions and progression to ensure that individual needs are being met and children are able to progress.</p> <p>Ongoing communication ensures that school is aware of any new, or changing, access needs.</p>			
Ensure educational visits and experiences are accessible to all children	Ensure interventions are in place to enable all children to take full part in educational visits and experiences ensuring this is fully considered as part of the planning stage for trips and events.	Dependent upon individual need.	Ongoing	<p>Monitoring shows that all pupils are able to fully participate in visits and experiences.</p> <p>Evaluation of educational visits and experiences identifies success areas and learning opportunities for future trips and events.</p>
Ensure before and after school care is fully accessible	Ensure interventions are put in place in liaison with external coaches where relevant to enable all pupils to access before and after school care.	Dependent upon individual need.	Ongoing	<p>Monitoring shows good uptake of before and after school club care.</p> <p>Monitoring shows that all pupils are able to fully participate in sessions.</p>

### Access to information

Target	Action	Cost	Timescale	Success criteria
Ensure everybody in our school community is able to access information.	<p>Use a variety of means of communication.</p> <p>Review communications to ensure that they are fit for purpose.</p> <p>In person communication is always available – by phone or in person.</p>	Dependent upon individual need.	Ongoing	<p>All members of our school community receive information that is clear and easily understandable for them.</p> <p>A variety of communication methods are in place.</p>

	<p>Ensure paper copies of information is available at all times on request.</p> <p>Utilise services available for translation into another language or Braille or to record spoken information as necessary.</p> <p>Concerns can be raised via a number of means to ensure appropriate measures can be put in place.</p>			
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